DOCUMENT RESUME

ED 224 944 CE 034 712

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TITLE The Mentoring Relationship as an Educational Experience.
PUB DATE [Nov 82]
NOTE 28p.; Paper presented at the National Conference of the Adult Education Association of the USA (San Antonio, TX, November 1982).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adults; *Career Development; Graduate Students; Interpersonal Relationship; *Job Skills; *Mentors; Professional Associations; *Professional Development; *Skill Development; Surveys

ABSTRACT

A study conducted at the University of New Mexico determined what proteges learned from their mentors and how they learned it. The subjects, 247 men and women in professional associations and graduate programs, completed a questionnaire. Survey findings suggested that proteges learned four categories of skills from their mentors: risk-taking behaviors, communication skills, political skills of the organization, and specific skills related to their professions. These skills were learned in different ways (role model, listening, substituting for mentor at meetings, supervised tasks or activities, role practice, experience) and under many different circumstances. (Appendixes, amounting to approximately one-half of the document, include the survey instrument and an annotated bibliography.) (YLB)

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THE MENTORING RELATIONSHIP AS AN EDUCATIONAL EXPERIENCE

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The concept of mentoring is not a new one. The idea of a newcomer entering a career under the guidance or tutelage of an expert in the field has been going on for centuries. The importance placed upon early apprenticeship training in many professions illustrates the significance of a person with expertise to the education and career development of a novice. In Homer's Odyssey, Mentor was the tutor to whom Odysseus entrusted his son, Telemachus. Actually, though, Mentor was a disguise the goddess Athena assumed to enable her to help and advise the boy. The importance of having someone to counsel and guide one in a career has been the topic of much research and deliberation since the mid-1970's (Clawson:1979).

Levinson writes in The Seasons of a Man's Life, "The mentor relationship is one of the most developmentally important relationships a person can have in early adulthood." He cites some of the functions that mentors perform.

> The mentor may act as a teacher to enhance the young man's skills and intellectual development. As a sponsor, he may use his influence to promote the young man's entry and advancement. He may be a host and guide, welcoming the initiate into a new occupational and social world and acquainting him with its values, customs, resources, and characters. Through his own virtues, achievements, and way of life, the mentor may be an exemplar that the young man can admire and emulate. He may provide counsel and moral support in times of stress (Levinson:1974).

Schmidt and Wolfe have pointed out that becoming a mentor benefits not only the mentor and the protege, but serves the various professions as well. The professions benefit from the passing on of relevant skills and values. Erikson's stage of "generativity vs. stagnation" is significant in this context. In choosing generativity over stagnation, the mentor takes responsibility by caring for other adults and attempting to foster their growth and development. While the mentor relationship may be crucial in triggering and working through this stage, successful resolution in the generativity vs. stagnation stage may also increase the probability of a positive outcome in Erikson's last stage, integrity vs. despair. As society becomes increasingly older, the fulfillment and satisfaction of the older generation are becoming correspondingly greater concerns. Mentorship is one way in which older workers may realize the significance of their lives and professional contributions (Schmidt and Wolfe:1980).

The influence of mentors on career development has been the subject of recent articles. Bolton has noted that it is generally agreed that the presence or absence of appropriate models influences the development of the individuals in their chosen careers. The absence of mentors in the career development of

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men and women has been documented. She has suggested that the absence of this kind of experiential learning is perhaps one of the reasons that females seldom progress beyond entry level in mid-management positions in organizational settings (Bolton:1980).

Considering the literature in the area, it would seem that there might be agreement on a definition of mentoring. Unfortunately this is not true. Table I was developed to give some insight into the definitions currently being used to describe a mentor. It indicates the qualities that various theorists see as being important in the establishment and development of the mentor relationship.

According to Phillips-Jones mentors can assume different roles in protege's lives and careers. These roles are classified as:

1. Traditional mentors. These "classic" mentors are usually older bosses, although they can also be teachers, producers or even family members who serve as protectors and parent figures for their proteges. They play a very supportive role, nurturing their proteges for a long period of time.

2. Supportive bosses. The most common type of modern-day career mentor is the supportive boss. Almost all successful people have had at least one or two such persons in their life. This mentor will usually be your immediate boss, but it's a role that can be played by anyone in a direct supervisory position over you, such as a teacher, coach or director.

3. Organization sponsors. The organization sponsor is the man or woman who, unlike the typical supportive boss, has reached the top echelon of management. In that position of power, he or she has a major say in deciding if you'll be among the chosen few promoted to these coveted ranks. Most presidents of the giant U.S. corporations have had this type of sponsor in their lives.

4. Professional career mentors. These are the people you can go out and hire to improve your career.

5. Patrons. Patrons are the people who use their money or other material clout-and often their standing in the community-to launch you on your way.

6. Invisible godparent. Invisible godparents are people who directly help you reach your career goals without your knowing it (Phillips-Jones: 1982).

She points out that these roles can change. For example, your supervisor may begin as a supportive boss and later blossom into a full-fledged traditional mentor. Should you eventually leave to start your own project, this same mentor could offer to be your patron. In a business world where sudden moves and changing job titles are a reflection of one's outward career success, it is extremely important to understand these definitions (Phillips-Jones:1982). As we can see the relationship is highly complex evolving in some cases formally and in others informally, involving just the career aspect of one's life and in others the whole life.

TABLE I

A PROFILE OF A MENTOR

1. One of relatively high organizational status who by mutual consent takes an active interest in the career development of another person. (Clawson: 1980)

2. A guide who supports the person's dream and helps put it into effect in the world. (Sheeny, 1974)

3. One defined not in terms of the formal role but in terms of the character of the relationship and the function it serves. A mentor's primary function is to be a transitional figure, one who fosters the young person's development, a mixture of parent and peer. (Levenson, 1975)

4. A non-parental career role model who actively provides guidance, support and opportunities for the protege. The function of a mentor consists of role model, consultant/advisor and sponsor. (Sheeny,1974)

5. A person who personalizes the modeling influences for the protege by a direct involvement not necessarily implied by a role model. Thus, in addition to being a role model, the mentor acts as a guide, a tutor or coach, and a confidant. (Bolton, 1980)

6. One who possesses genuine generosity, compassion and concern. They listen in the best Rogerian sense, having feelings as well as ideas. (Woodlands Group, 1980)

7. One who is receptive to looking objectively at accomplishments and giving encouragement, and also running interference for proteges being groomed for higher level jobs. (Thompson, 1976)

8. A mentor may act as a host and guide welcoming the initiate into a new occupational and social world and acquainting the protege with its values, customs, resources and cast of characters. (Levinson, 1975)

9. A mentor is a person who shares "the dream" - not necessarily a consciously formulated career goal but rather a cherished perception of self (ego ideal). (Missirian: 1982)

10. Mentors are influential people who significantly help you reach your major life goals. They have the power - through who or what they know - to promote your welfare, training or career. (Phillips Jones: 1982)

As in any relationship there is an element of risk involved. Levinson notes that "There is plenty of room for exploitation, undercutting, envy, smothering and appressive control on the part of the mentor and for greedy demanding clinging admiration, self-denying gratitude, and arrogant ingratitude on the part of the recipient" (Levinson:1976). There is also a tremendous opportunity for personal and professional growth for both the mentor and the protege. Rogers (1958) notes: "The degree to which I can create relationships which facilitate the growth of others as separate persons is a measure of the growth I have achieved myself."

Purpose for the Study

The purpose for the study conducted at the University of New Mexico was to determine what kinds of things proteges learned from their mentors. It was based on O'Neil's (1981) theory that postulates six general stages through which a mentoring relationship moves:

TABLE 2

DEVELOPMENTAL STAGES OF MENTORING

1	2	3	4	5	6
Entry	Mutual Building of Trust	Risk Taking	Teaching of skills	Professional Standards	Dissolution

In a previous study (Bova, Phillips, 1982) the entry component of this model was investigated. Answers for the following questions were sought:

1. At what stage of life do most adults who have mentors acquire them?
2. How did the subjects in this study acquire their mentors?
3. What is the best way to acquire a mentor?
4. Under what circumstances did our subjects become mentors?

The results revealed that of the 73 males sampled, 67 indicated that they are/were proteges. Forty of them said that they became proteges during the Entering Early Adulthood phase of the life cycle. Levinson has indicated that one of the developmental tasks of this stage is to seek out a mentor. Fifteen males indicated that they sought out their mentor during the Mid-Life Transition. This could be the result of a career change during this time (See Table 3).

TABLE 3

PERIOD OF THE LIFE CYCLE WHERE MENTORS WERE ENCOUNTERED

	Phase of the Adult Life Cycle					
	1	2	3	4	5	6
Males	7	40		5	15	
Females	6	44			30	

Phase of the Adult Life Cycle

1 - Early Adult Transition
2 - Entering Early Adulthood
3 - Age Thirty Transition
4 - Settling Down Period
5 - Mid-LIfe Transition
6 - Entering Middle Adulthood

The proteges sampled felt that the ways they acquired their mentors are the best ways to acquire a mentor. Some of the prominent reasons given were:

1 - Ask questions and listen carefully.
2 - Volunteer to work with those who take time with you.
3 - If you are really interested in learning you ask questions.
4 - Stay open to people who can help you.
5 - Through networking efforts, for women in particular.
6 - Express a desire for one.
7 - Ask for advice and guidelines.
8 - Seek them out and approach them directly.
9 - By demonstrating enthusiasm and commitment in mentor's occupational field.
10 - Be open; look; ask questions.
11 - Be excited about your work.
12 - Show initiative and willingness to be helped.
13 - Follow your instincts; keep looking, keep learning.
14 - Don't assume people think you want to advance in your career, it needs to be made known.

The circumstances that surrounded becoming a mentor, for the subjects in the study, were the following:

1 - Many became mentors after starting out as trainers in industry.
2 - Some started mentoring after being promoted to upper management.

3 - Many of the women became mentors through networking efforts.
4 - Others stated that attraction for common career and personal growth interests brought them into contact with their proteges.
5 - Many of the women sampled stated that as a woman in management it was a natural occurrence.

It was decided to pursue the topic further by investigating the teaching-learning aspect of mentoring. This study investigated what proteges learned from their mentors and how they learned it.

The Subjects

The subjects for the study were 247 men and women in professional associations and graduate programs. There were women and men. The ages of the subjects in the study ranged from 19 to 52. All subjects were either: 1) working in a professional job; 2) in the process of obtaining a graduate degree to continue in a specific profession; or 3) obtaining a degree in order to change professions or enhance an existing one.

Method

The 247 participants were administered a questionnaire in order to ascertain answers to the questions concerning mentoring. This was after they were given a definition of mentoring (See Appendix I). The definition of mentoring used was:

Mentors are those who practice most of the following principles:

1) Try to understand, shape and encourage the dreams of their proteges;

2) Often give their blessing on the dreams and goals of their proteges;

3) Provide opportunities for their proteges to observe and participate in their work by inviting their proteges to work with them;

4) Teach their proteges the politics of "getting ahead" in the organization.

A mentor is usually a person of high organizational or specific career status who by mutual consent takes an active interest in the career development of another person.

It was appropriate to explain the mentoring relationship to the subjects because the literature states that most professionals have mentors but many do not know what is meant by the term mentor.

During the process of conducting the study, five pairs of mentor-proteges and two proteges were interviewed for an hour each. They consisted of:

female mentor - male protege
female mentor - female protege
male mentor - male protege
two male mentors - two female proteges
one female protege
one male protege

These mentors and proteges were from academic and business settings. This was done in order to better investigate the reasons why these people were attracted to each other as well as look at what the protege's learned from their mentors. This was also done in order to generate questions and hypotheses for investigation in future studies.

Findings

The findings from the survey suggest that proteges learned the following from their mentors:

1. The development of risk-taking skills
2. Communication skills
3. How to survive in the organization
4. Skills of their professions
5. Respect for people
6. Setting very high standards for myself and not compromising them
7. How to be a good listener
8. How to get along with people - all kinds
9. Leadership qualities
10. What it means to be a professional

These findings about learning can be classified into four categories: Risk-Taking Behaviors, Communication Skills, Political Skills and Specific Skills (related to their professions).

Risk-Taking Behaviors. This was especially difficult for some of the proteges who were used to playing it "safe" for most of their lives and basically being rewarded for that behavior. However, once they entered the work world they discovered that people who succeed are people who are willing to take risks. One of the respondants said,

> I was so scared I would make a mistake and then what..... but my mentor assured me that even if I did manage to make a mistake so what! How else did I expect to learn. I had to venture out, take risks, develop new strategies to handle people. He created for me an atmosphere that was conducive and encouraging to trying new ideas and in the end I learned many new skills. I have to admit that I still have to take a deep breath when I strike out on a new or untried venture but I wouldn't trade all the security in the world for all I've learned from my ventures.

One mentor suggested that his protege "blue sky it" before going into new situations. By this he meant thinking about the absolutely worst thing that could happen if the strategy about to be used flopped. For the most part the probable consequences were not nearly as "bad as I thought."

One cannot develop risk-taking behaviors overnight. It takes time and, most important, someone to encourage you to plunge in and try.

Communication Skills. In our interviews with both mentors and proteges the concept of active listening kept coming up. We heard over and over how the mentor was such a good listener. One protege remarked:

> Whenever I needed to bounce my ideas off someone I would always go to him. It was just something about him I could always tell he was listening, he would look at me and then ask these great questions that would make me think through my position even more. No one ever listened to me like that before.

Another protege mentioned that his mentor had the ability to constantly create win-win situations in very important meetings.

> Most of the participants in the meetings would enter with not only hostile attitudes but diverse points of view. It was incredible how they would all leave feeling satisfied. He was great! I would just sit there in amazement. I never witnessed anyone communicating like he did.

Political Skills of the Organization. Knowledge about how an organization runs on a daily basis was something that many of our proteges mentioned as being very important in what they learned from their mentors. One of the proteges remarked "my mentor knew exactly who should be on my dissertation committee. He told me to get this one particular person because he knows everyone in my area in the state and could help me get a job." Another protege noted that whenever he had the opportunity to move into another job in his company he would always check with his mentor and he would tell him who to stay away from, and who to let know that he was interested in moving ahead.

One protege told us that her mentor filled her in on "pet projects" that many of the upper echelon executives were interested in doing. This way she could go directly to them and volunteer to work with them in these projects. This resulted in her being promoted quickly. She felt that she definitely had the expertise in the area but would never have advanced as quickly without the advice from her mentor.

The skills considered important in this area were knowing who to volunteer to work with as well as who to stay away from. Learning company values was also stressed--always being at work early, staying late, working weekends, even what to wear and what not to wear were felt to be extremely valuable in negotiating the system.

Specific Skills. Many of the proteges surveyed commented that their mentors taught them how to become better at their professions by sharpening their skills. One protege comments, "My mentor taught me how to put theory into practice. He had a great grasp of his profession, not only how to cope with the day-to-day things that would arise but he had a real grasp of the total picture. It made it easier for me to get through routine, boring work knowing it was all part of the big picture." Others interviewed explained that their mentors taught them how to be a better - nurse, teacher, administer, ... by

sharpening their job skills. Another protege observed "patience, hard-work, honesty and respect for people were what I remember my mentor teaching me." Many of the proteges surveyed indicated that they learned how to look at a situation from many points of view. "I learned the meaning of the term options. That there were many ways to evaluate a situation and many ways of dealing with problems or issues." The proteges in this study learned the meaning of the term professional by observing one in action.

Conclusions

Mentoring relationships have been found to be critically important in the developing professional and the results of this study indicate that proteges learn many important skills from their mentors. These skills are learned in different ways (See Table 4) and under many different circumstances. One of the proteges interview remarked,

> During my four years of college and three years of graduate I learned a great deal but it was not until I encountered my mentor that all of my 'book' learning made sense and came together. He was really a clarifier.

Levinson refers to mentoring as the essence of adulthood. The results of this study support that statement. Organizations need to be made aware of the benefits of mentoring and should encourage their senior employees to help cultivate the skills and talents of newcomers. The rewards from such a relationship will be beneficial to the individual and to the organization.

TABLE 4

WHAT AND HOW PROTEGES LEARNED

Role	What Learned	How Learned
Traditional Mentor -strict, demanding -bonding, emotional ties	survive in organization non-career related behaviors (family)	role model "filling in" for mentor at meetings listening
Supportive Bosses or Mobile Superiors	introduction to profession (survey of general professional skills) how to move from organization to organization	role model supervised tasks or activities completing assignments that were more and more difficult
Organization Sponsors	survive in organization patience, pay attention to skills & getting experience	on own, good guess, intuition & insight, then see if approved by outcome
Professional Career Mentors	vocational & career decision-making visibility	role model role practice
Patrons Invisible Godparents Unsuspecting-Hero Role Models	not appropriate	
Family Career Mentors	decision-making	role model experience

Table 4 indicates what proteges interviewed said was learned and how it was learned from mentors whose roles were identified by Phillips - Jones (1982). From out interviews none of the proteges thought that they had Patrons or Invisible Godparents as a mentor.

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APPENDIX I

This is a survey designed to improve our knowledge of the mentoring relationship. For the purposes of this study we will define mentors as those who practice most of the following principles:

1. Try to understand, shape and encourage the dreams of their proteges;

2. Often give their blessing on the dreams and goals of their proteges;

3. Provide opportunities for their proteges to observe and participate in their work by inviting their proteges to work with them;

4. Teach their proteges the politics of "getting ahead" in the organization.

A mentor is usually a person of high organizational or specific career status who by mutual consent takes an active interest in the development of another person.

MENTORING SURVEY

1. Do you feel that you have/had a mentor? Yes_____ No_____

   If you have more than one mentor tell us about your current mentor.
   If you do not currently have a mentor tell us about your most significant mentor relationship.

2. Is your mentor male_____or female_____?

3. Are you male_____or female_____?

4. At what period of your career development did you encounter your mentor?

   _____beginning (within the first 6 months)

   _____after 6 months, before one year

   _____after 1 year

   _____other (specify)_____

5. How old were you when you encountered your mentor?_____

6. Birthdate: _____

   month Day Year

7. Is your mentor older than you? Yes_____ No_____

8. Did your mentor significantly assist your advance within your career?

   Yes_____ No_____

9. Do you feel that you would have advanced as quickly as you have in your career without your mentor?

   Yes_____ No_____

10. How do you feel is the best way to acquire a mentor?

11. How did you get your mentor?

12. Are you a mentor? Yes_____ No_____

If yes, when and how did you become a mentor? Please briefly mention the point in your career, circumstances, etc.

13. What did you learn from your mentor?

APPENDIX II

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With some 3 million dollars to spend during fiscal year 1980 this organization distributes federal funds in three patterns: within, between and among institutions. The article discusses recruiting and matching mentors with interns through various methods to include a national pool of resources. The three variables which are considered in matching mentor to mentee are: substantive interests, race and sex. The expected outcomes from these sponsored mentorships are the acquisition of social skills, introduction to useful networks, and acceptance of new researchers in certain professional settings because of their association with more prominent researchers.

Atwood, Aileen H., "The Mentor in Clinical Practice," Nursing Outlook, November 1979, p. 714-717.

The author discusses a study done at Children's Hospital in San Francisco. The study included a nurse with specialized skills on an oncology unit who was the mentor and newly graduated nurse who was placed under her care. For comparison, another newly graduated nurse was assigned to the unit without the support of a mentor. After three months, the new nurse with the mentor was progressing rapidly, while the other nurse without a mentor was discouraged with her job. The study also demonstrated that additional staff was not needed, that patient care improved and that the attitude of the mentoring nurse improved.

Bolton, E.B. A Conceptual Analysis of the Mentor Realtionship in the Career Development of Women. Adult Education, Vol. 30. Number 4, Summer 1980, p. 195-207.

This article presents a conceptual analysis of the mentor relationship as an aspect of social learning and the career development of women. The first part of three sections deals with the socializing process of modeling with emphasis on role models and their impact on women's career development. Part two discusses the mentor relationship as an aspect of social learning. This section defines and analyzes the term mentor in regard to related concepts. The significance of mentor relationships as shown in the literature is presented separately as studies related to each sex. A model is presented that depicts the career stages and functional relationship within each step. The last section discusses some of the reasons for the present lack of mentor relationships for women in regard to the analysis presented in the first two sections.

Caliste, Edward R. The Effect of Counseling on the Behavior of Sixth Grade Underachievers. EDRS ED 194-823 19p. (Mary 1980)

This article pointed out that the child who makes himself inconspicuous in class, while not disturbing others may be missing as much as the child who annoys peers or who requires the use of external control.

The test used for assessing negative classroom behavior is DEBS (Deverux Elementary School Behavior Rating Scale), used so that the teacher can better understand, describe, and communicate the behavior problems of children in their classes, that behavior that interferes with successful academic performance.

The purpose of this study was to measure the effects of counseling on the behavior of underachievers in urban public schools ("D" average or below) 40 students randomly selected. 20 placed in control group 20 in experimental group.

The DEBS test appears to classify specific nonproductive behavior for teachers and counselors; Vidiotape, peer model and role model playing all seem to help reduce classroom dusturbances and improved attendance.

The conclusion stating that there is a need to hire counselors at elementary level to assist students to better understand themselves.

Collins, E.G.C., "Everyone who makes it has a mentor." Harvard Business Review. July/August, 1978. pp. 89-101.

Interviews with F.S. Lunding, G.L. Clements, and D.S. Perkins: Three generations of chief executives of the Jewel Teac Company of Chicago, Illinois.

Lunding was hired into the Company in 1931. By 1942 with the help of John Hancock, chairman of the board from 1924-1954, Lunding rose by 1942 to the president of the Company. He was sponsored by Hancock who acted as his mentor.

Lunding in turn spotted George Clements, a young man who had worked his way up to Office Manager. Lunding acting in the same way Hancock had, mentored Clements and was instrumental in his development from Vice President, in charge of food stores, to Chief Executive.

Clements then played mentor to Donald Perkins, guiding him through the ranks to the top spot.

All of these men in their interviews discuss the mentor/mentee relationship among one another, and how that idea, and the idea of sponsorship of younger employees help to make their business organization more creative and successful.

Cook, Mary T., "Is the Mentor Relationship aMale Experience?" Personnel Administrator, November 1979, p. 82-84.

This article discusses the needs of large businesses. It appears that the mentor relationships are being institutionalized more commonly today. Corporate manpower requirements will make mentor or sponsor relationships a must for men and women who aspire to management positions.

Dewine, Sue, it al. Modeling and Self-disclosure in the Classroom, UNM ED 141-848 HEW. 1977.

This study analyzed the effect of an instructor's modeling self-disclosure behavior on a group of his students. This approach was compared to the behavior of another instructor who revealed little or no information, in a self-disclosing way to his students. The outcome was that the students who had been exposed to the first instructor revealed more information, over time, in the following categories: attitude, opinions, tastes, interests, work, studies, and personalities

Fitt, Lawton W. and Newton, Derek A. "When a mentor is a man and protege a woman." Harvard Business Review. March/April, 1981. pp. 57-60.

Thirty female managers from twenty-seven different companies in the Northeast and Midwest were interviewed to help the authors ascertain information about the experiences of women who had risen in position and responsibility with the help of male mentors. The mentors helped the women establish credibility with other persons in the company, even though fellow male workers often found the female managers threatening because of their industrious drive, talent, enthusiasm and hard work.

It was intersting to note that the 24 women in the sample, who had mentors were on the average better paid and younger than the six women who had never had such an affiliation.

Many of the mentors gained satisfaction from being role-models. They enjoyed helping talented people develop despite the fact that a mentor takes a big risk when he promotes a protege.

The risk of sexual entanglement was also discussed and it was noted that both mentor and protege should act professionally to guard against this. The authors concluded that there are many benefits to be gained from establishing mentor-protege alliances.

George, P. and Kummerow, J, Mentoring for Career Women. Training/HRD, Vol. 18, February 1981, pp. 44-49.

Discusses the advantages and hazards of the mentoring relationship. Suggests that a woman entering a new profession or position need not learn the informal network, subtleties, and ambiguous expectations of the organization the hard way. Points out the pitfalls of the male-female mentorship and provides insight on how to avoid them. Describes the qualities of a good mentor and of a good protege. Also gives strategies for selecting a good mentor.

Gerber, Lane A. The Search for Clinical Role Models as a Way of Coping with Clerkship Stress. Journal of Medical Education, 54 (8): 659-61, 1979.

Gerber describes the third year medical clerkship as a time of intense clinical work and personal anxiety. The issues include confronting life and death, taking increased responsibility for patient care, struggling with questions of professional adequacy and helplessness, and dealing with loneliness. He believes that modeling (finding another significant person who can be helpful under sonditions of high stress) is an interpersonal coping mechanism which is useful to medical students.

He summarizes data from a questionnaire given to 80 medical students. They were asked to describe the most influential attending physician. The most used terms were warm, coping, very bright, excellent clinicians, and comfortable and experienced with patients. However, some students characterized their ideal as powerful, tough, and aggressive, strong opinions and saw things as black or white. Since role models are in a position to influence attitudes and values they must be aware fo the long-term interactions with medical students at a particularly vulnerable time in their training.

Halcomb, Ruth, "Mentors and the successful woman." Across the Board. February, 1980. pp. 13-18

In this article successful women related their experiences with mentors. They covered such diverse fields as painting, writing, and anthropology. The general tone was that the mentors played a vital role in their climb to the top. In most instances the women were able to identify, specifically, the kind of support that they received from their mentors, who were generally males. The idea of 'male mentoring" is put in perspective in the opening statement of the article, which reads, "Whether or not a woman needs a man, it's generally agreed that she needs a mentor."

Hawkins, Hugh, "Transatlantic Discipleship: Two American Biologists and their German Mentor." ISIS. Vol. 41, No. 256. March, 1980. pp. 197-210.

The article deals largely with the influx of American students to Germany between 1820 and 1920 and the natural development of the mentor/mentee relationship between professor and student where they were of equivalent scholastic background, even though it was the consensus of returning American students that, with their immense prestige, German professors tended to keep their students at a distance and their reception of foreign students would be highly formal, for the roles of master and disciple already shaped in Plato's Academy and the medieval universities, was available for professors and students to enact. It was further stated, however, that it was impossible to come in contact with these master thinkers, glowing with enthusiasm and absorbed in their work, without becoming enthusiastic too.

A historical review is given of two American students who continued correspondence and reunions for a life time with their mentor. The case is made where Professor Ernst Ehlers of Gottingen University received letters from one of two American proteges for 30 years and from another for 40 years. It is suggested that both Americans felt continuing obligation to the scientific and professional doctrines of their German mentor, but that each after a fashion, declared his independence. Each became a professor after returning to America, lived to an advanced age, and left a considerable body of publications like their mentor who in the words of Geroge Herbert Mead, 'had become for them a significant other.'

Hechinger, Grace, "A New-Girl Network for Trustees," Change, September 1979, p. 21-22.

Women comprise only 15 percent of the voting membership on college and university governing boards. Education and other nonprofit spheres have been nurturing places for women leaders. It is shown that women are learning to identify and recruit other women.

Hepner, Marilyn M., and Faaborg, Linda W. Women Administrators: Careers, Self-Perceptions, and mentors. EDRS. March, 1979, 35 pages.

Hepner's and Faaborg's report presented analysis and interpretation of the questions: 1) How is work perceived. 2) What are the influences on their careers, and 3) What is their status within the institution? The research insturment, a questionnaire, was sent to 200 women (identified as being in administrative positions) at the University of Cincinnati; responsed to their professional needs and interests, about employment patterns and personal professional backgrounds as a frame of reference and to identify factors that led these women into administrative roles in higher education and their support systems.

The general conclusion is that these women are hoping for mentor systems but encounter barriers (i.e. geographical mobility, marital status). There is a difference in mentoring between academic administrators (mentoring significant) and non-academic administrators. Women recognize benefits of connections, but do not know how to translate that knowledge into their own career activity.

Kahnweiler, J.B. and Johnson, P.L. A Midlife Development Profile of the Returning Woman Student. Journal of College Student Placement, Vol. 21, No. 5, September 1980, p. 414-419.

Discusses the results and expresses conclusions about a study designed to gain a developmental perspective on the midlife returning woman student. Forty returning women students were interviewed. A focus on the future, the existence of a culminating event, and aspects of the mentor relationship were found to be significant. Mentoring is discussed under the heading of the "mentor experience" where the author defines the mentor relationship and its significance to their particular group of women. Mention is also made of the experience that the midlife women had with mentorship roles.

Kellerman, Barbara, "Mentoring in Political Life: The Case of Willy Brandt." The American Political Science Review. Vol. 72, No. 2. June 1978. pp. 422-33.

According to the author mentoring relationships have a qualitative impact on the transition from early to middle adulthood, as well as on adult life itself. The study is a case history which examines the mentor in the early and later life of the male adult, Willy Brandt. He had two mentors, Juluis Leber, a prominent Social Democrat during the Weimar era and a legendary member of the German resistance, and Ernst Reuter. The article describes the origins, nature and termination of the Brandt-Leber relationship. It is pointed out that the influence of the mentor on the mentee transcended the period of their actual interaction and the intensity of the relationship ensured that Brandt's self-image as Leber's heir continued to affect both professional and ideological choices.

King, Virginia C. A Confluent Approach to Nursing Education Through Group Process. Nurse Educator Vol. III No. 3, May-June, 1978.

This article relates a personal account of the application of a combined learning theory to nursing education. The theory involves a Gestalt approach to confluent education through group process. The theory was effective in assisting students grow cognitively and affectively by allowing them to assume the responsibility for their own learning through interaction with their peer group, library facilities, and their teacher. The teacher modeled behavior that was conducive to the production of self-initiated learning, shared with other students interacting in small groups.

Klay, R. and Fazzini, A. Mainstreaming the Gifted: High Potential Program. Paper presented to the National Association of Secondary School Principals (Miami, Florida) January 1980.

This paper details how a junior high school in Ohio (Stewart) developed an unfunded, no materials, no clerical help program that targeted the students identified as high potential. A mentor system was used with the assistance of the coordinating teacher. Mentors were drawn from college students, non-practicing teachers, hobbyists and professional people. Significantly, they used their own staff as mentors also which apparently refreshed them by the opportunity to work in unconventional ways. Twenty students were selected for this project, however, the paper does not state what percentage of the schools' population these students represent. While the reasons were given for only choosing twenty students (i.e., space, facilities, new program), one cannot help but wonder how many high potential students were not given this unique opportunity for self-development.

Kummerow, Jean and Penny George, "Mentoring for Career Women," Training/HRD, February, 1981, p. 44-49.

This article is in four parts: advantages of a mentor, the hazards of a mentor, the qualities of a mentor and how to find a mentor. It also outlines what a good protege should be like. This is a good article in that it specifically addresses mentoring for women and discusses some of the problems women have in finding a good mentor/protege relationship.

Leffingwell, R. Jon. Reduction of Test Anxiety in Students Enrolled in Mathematics Courses: Practical Solutions for Counselors. 1980 Microfilm EDRS ED 195 881 p.

The primary concern of this article is to show teachers and students practical suggestions to help reduce test anxiety in math courses. There are many sources of stress that an adolescent must confront (physiological, psychological, and social) as he/she makes the transition from childhood to adolescence.

This research shows that these types of anxieties interfere with students abilities to achieve at levels commensurate with the ability in mathematics. Leffingwell, also gives various suggestions for remedation of test anxiety in math students which include: Systemic Desensitization,

study skill training, psychodrama, bio-feedback, controlled relaxation, group counseling. The article points out ways for the teacher to be aware of anxious students - by giving overt and covert behavior examples, the hardest to diagnose being apathy.

The conclusion being there are no universal remedies to solving problems of stress, but it is vital that facilitators possess certain personality characteristics of warmth, empathy, and genuineness to help the student reduce his level of stress.

Lynch. S.S. The Mentor Link: Bridging Education and Employment. Journal of College Placement, Vol. 49, Fall 1980, p. 44-47.

Promotes mentoring as a way for young men and women to develop their potential. Encourages women to develop mentor relationships and discusses the benefits to be derived from such an arrangement. The author discusses in detail the establishment, administration and evaluation of an innovative pilot mentor program which matched 58 women at the junior grade level in college with professional women. Information is also given about what to expect and what not to expect from a mentor relationship.

Marksberry, M.L. Student Questioning: An Instructional Strategy. Educational Horizons, Vol. 57, No. 4, Summer 1979.

This article points out the importance of student questioning in order to arouse their interest and participation in self-directed learning as well as to increase their perception and their ability to think and express ideas. In addition to the need for student questioning was the point about teachers' questioning behavior. According to this study only about 20% of their questions require students to think, about 60% require them to recall facts, and the remaining 20% are procedural. Research indicates that students observe the teacher's behavior as a model to direct their own. The conclusion being that teachers need to improve their question asking.

May, Louise, Clinical Preceptors for New Nurses. American Journal of Nursing 80 (10) October 1980.

This article points out the need to provide new nurses with a nurse preceptor. The preceptor is an experienced nurse model who collegially shares her knowledge and ideas with the new orientee, in an effort to meet the expectations of the unit. The outcome of this relationship was that all orientees, whether experienced or new nurse graduates, reported decreased anxiety, open communication, increased confidence which enhanced the process of learning and adaptation to the new environment.

McGinnis, Robert and Long, J. Scott. Mentors have Consequences and Reap Returns in Academic Biochemestry. EDRS April, 1980, 13 pages.

This paper, presented at the annual meeting of the American Educational Research Association, explores 1) the possible measurable effects of mentors (major professors) on the subsequent productivity of the mentor's students and 2) the benefits to the person who acts as a mentor.

Analysis is based on the population of 66 male biochemists who obtained their doctorates in 1957, 1958, 1962 and 1963. Productivity of the sample was measured using counts of both publications and citations to them. Chemical Abstracts was used to locate published articles and citations to the articles were coded from Science Citation Index.

Results of testing the first hypothesis failed to support the hypothesis of visible mentor effects. The hypothesis should have read, "for those who make it into an environment that is conducive to research, a highly productive mentor has a positive effect on the subsequent research productivity of former students." The second hypothesis was supported in that the act of producing new doctorate scientists seems to have a payoff in the form of increased visibility of the mentor's research papers.

McIntyre, D. John, et al. Verbal behavior of Student Teachers and Cooperating Teachers. College Student Journal, Vol. 13, No. 3, Fall 1979.

This study centers on repudiating the theory that a strong relationship exists between the teaching behavior of student teachers and cooperating teachers. The researchers show that the influence on the student teacher's verbal behavior are nil and further, the majority of correlations between student teacher and cooperating teacher were negative. It was stated that little is known about the short term and long term influence of the cooperating teacher and student teacher setting on the student teacher. Continued efforts are needed to develop instruments that can effectively measure the effects of the student teacher's experience.

Missirian, Agnes. The Corporate Connection, New Jersey: Prentice Hall, Inc. 1982.

This book was a result of a study which examined the prevalence and the process of mentoring experienced by a select group of women managers. A sample was drawn from women at the top of the organizational hierarchy - women who are active practicing managers; women who are neither entrepreneurs nor hieresses; women who made their way to the top through the corporate hierarchy. The general hypothesis - that mentoring has been a significant part of the career development of successful female managers - was confirmed.

Neir, Charles J., Educational Autobiographies: Explorations of Effective Impact. The Teacher Educator, Ball State University, 15, (1), Summer, 1979.

This article suggests that teachers can be categorized into inspiring, controlling, and nurturing models of behavior. The categories were developed from autobiographies of teacher trainees. The outcome highlights the power of the classroom teacher, in the affective dimension in the classroom, and how effective modeling can lay down the foundations for future growth in the trainees in a similar environment.

Phillips-Jones, Linde. Mentors and Proteges, New York: Arbor House, 1982.

This book looks closely at the relationship between mentors and proteges. The author examines the formation of a productive mentor/protege relationship through various stages til termination of the relationship. Also examined in the text are potential problems in Mentor-Protege relationships as well as benefits to both the mentor and protege.

Purdy, Peg, "The Great Mentor Hunt," G/C/T, January-February 1981, p. 19-20.

This article describes a method of setting up a mentor program in the public schools. Ms. Purdy describes ways to begin a search for mentors, how to organize a system of reference in each school, guidelines to be set and rules to follow and finally, a hope that a liaison can be set up with universities and businesses.

Roche, Gerard R. "Much Ado About Mentors," Harvard Business Review, January-February 1979, p. 14-25.

A study conducted of executives showing significant data concerning mentor and protege relationships. This study shows that almost two-thirds of the executives had two or more mentors. Executives with mentors tended to be more successful at a younger age. The study also describes key characteristics in the mentor relationships and some future trends.

Ted Runions, "The Mentor Academy Program: Educating the Gifted/Talented for the 80's". Gifted Child Quarterly. Vol. 24, No. 4, Fall '80. pp. 152-7.

The aim of the Mentor Academy Program (MAP) is two-fold since it involves mentors as an integral part in the education of the gifted/talented and also trains the latter to become mentors. MAP emphasizes that mentoring extends the potential of the helping relationship for actualizing individual and social needs. That mentors are gifted/talented tutors, and mentoring is the gifted/talented tutoring the gifted/talented, and underlines the importance of their being one of their own, as well as society's best resources for realizing learning potentials. One of the significant differences between tutoring and mentoring is that much of tutoring is compensatory based, with both the tutor and/or the tutee having learning difficulty to be resolved. This matching identification plays a very important role in the realization of each learners' potential. Mentoring, on the other hand, creates matching competency-based interaction with both tutor and tutee identified as gifted/talented.

The article also lists mentor expectations for students, mentor responsibilities to students, and conditions for effective mentoring. It concludes with a presentation of the organization of the model of the Mentor Academy Program.

Shapiro, Eileen, C., Florence P. Haseltine and Mary P. Rowe, "Moving Up: Role Models, Mentors and the "Patron System," Sloan Management Review, Spring 1978, p. 51-58.

This is a good article that focuses on the needs of women who are trying to advance professionally. The authors define role model, mentor and the patron system. They discuss their advantages and disadvantages and conclude with some suggestions for making the process for women easier.

Warihay, Philomena D., The Climb to the Top: Is the Network the Route for Women? Personal Administrator, April 1980, 55-60.

Warihay states that women who previously relied almost exclusively on men as mentors are now looking to those women who have made it to the top for support and role modeling.

A survey questionnaire was mailed to 2,000 managerial women representing a cross section of the country with experience ranging from less than one year to more than 40 years. More than 25% of the study groups replied.

Two indications of the report are: 1) As women move from lower to middle to upper management, the absence of women above them to offer support is felt more greatly, and 2) Women perceive themselves to be more supportive of women below them in organizations than those women lower in the hierarchy actually believe them to be. Based on this, a more viable approach in an environment where women and men are interdependent and work together to meet organizational goals is for women to concentrate on gaining support based on need for information, advice, assistance and resources as opposed to gender.

Williams, Peter, Role-Model Identification and School Achievement: A Developmental Study. 1980 Microfilm EDRS 15p. (Sept, 1980), ED 197 270.

Research on role-model identification has demonstrated the powerful effects that models have on individual behavior. Csikszentraihshy, (1978) has suggested that identifications are based upon the ability of the identifier to produce behavior consistent with the values that are presented and encouraged by the role model. Williams (1980) tested Csikzentmihaly's research by extending his work by using first, third, fifth and ninth grade male and female (106). The conclusions that Williams reached with his investigation did not support the hypothesis that adolescents would identify with their academic role models in correlation with their level of achievement, but it did seem to indicate patterns of identification similar to those by low achievers to identify with peers and least with teachers. Test used Repetory Test (psychological structure that constitutes interpersonal relationships) and Calif. Achievement Test (CAT) except for the first grade. The results of Williams research showed peers as role models begins middle childhood while the searching for non-familial adult roles is thought to coincide with onset of formal operational thinking. Ninth graders were not distinguished from younger children by identifying with teachers - his finding did not support Csikzentmihaly that academic attainment and teacher identification are related, the subjects used identified most with peers, then parents and least with teachers.

Withey, Virginia, Rosalie Anderson and Michael Lauderdale, "Volunteers as Mentors for Abusing Parents: A Natural Helping Relationship," Child Welfare, December 1980, p. 637-644.

This was program developed by the National Center on Child Abuse and Neglect. The bases of this program is to develop a behavior change in the parent. This has been done through mentoring. The two sets of recognized needs are: To prevent the isolated, immature parent from venting their rage on their children and to fill the need for additional workers in the social service office. The volunteer reaches, guides, counsels and constantly models how to problem solve. This program identifies three factors necessary for a suitable relationship.

1. Mentors must have reached the generativity stage of adult development
2. Mentors should be at least several years older than their clients
3. Mentors should have the skills to encourage their clients to like and trust them.

The Woodlands Group, "Management Development Roles: Coach, Sponsor, and Mentor." Personnel Journal. November 1980, pp. 918-21.

The article discusses the roles of coach, sponsor, and mentor in the development of young management potential. It explains the nature of the mentor/protege relationship, the benefits of such a relationship to those involved in the organization, as well as the limitations and pitfalls of such a relationship. It also points out the difficulty women in management experience because of the lack of female role models and the reluctance of their male counterparts to become involved in an intimate mentor/protege relationship. The article concludes with suggestions on how to implement the development of the three roles discussed, in a business organization.